



Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING EARLY HUMAN DEVELOPMENT
Course ID:	EDECE1002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	EDBED1017
ASCED:	070100

Description of the Course:

This course will provide the opportunity to explore and understand development for young children. It will cover the physical, social, emotional, and cognitive development of young children to build Pre-Service Teachers' (PSTs) understanding of how children feel, think, and are valued. PSTs will examine theoretical perspectives on how children learn from interaction with peers and significant adults. It will focus on how adults may best provide support and advocate to give each child a way to voice their own perspectives.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine and identify physical, social, emotional, and cognitive development of young children;
- K2.** Articulate how children feel, think and are valued and how they give voice to their own perspectives;
- K3.** Identify how children learn from interaction with peers and from significant adults and events;
- K4.** Recognize how adults may best ensure support and understanding and foster agency for each child;

Skills:

- S1.** Apply effective strategies and resources to support development in early childhood education;
- S2.** Design effective strategies to support individual children;
- S3.** Create an early childhood environment inclusive of all children and their backgrounds.

Application of knowledge and skills:

- A1.** Make connections between personal history and theories of development;
- A2.** Demonstrate an understanding of the historical and current contexts which impact how children develop.

Course Content:

- Historical and current theories of child development
- The Rights of the Child
- Teacher / child relationships
- Working with families
- Strategies for teachers
- Brain plasticity
- Typical and atypical physical development
- Documenting behaviour

Values:

- V1.** Appreciate the significance of a child's background on their development
- V2.** Recognise the child's right to be supported and valued

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2; K4	AT1; AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4; A1	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; K4; S3	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2; K4; S2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, A1, A2. APST 1.1, 1.2	Academic essay on theories relating to child development and how these may impact on their teaching in early childhood settings.	Essay	40-60%
K1, K2, K3, K4, S2, S3, A1. APST 1.1, 1.2, 1.3	Analyse an individual child's development and create a plan for future development using a provided scenario.	Case study analysis Written report	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)